

# Iowa Department for the Blind

## Assistive Technology Contractor Testing Manual

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## **AT Contractor Approval Process**

### ***Step 1: Contractor Application***

[Please visit this link to complete the application.](#) Each individual or business must submit a completed application form. Please be aware that information regarding education, certification, and experience will be available to case managers in order to help them match the contractors

skillsets to their clients' needs. The list of hardware and software that contractors have been qualified to teach (see below) will be made available to case managers as well.

## ***Step 2: Performance based knowledge testing and Teaching Sample evaluation***

Each contractor must pass a teaching sample evaluation and a separate knowledge test for each category they would like to contract to train.

### **Part A: Trainer Performance Evaluation**

Applicant will prepare and teach a lesson based on a scenario distributed at the time the test is arranged. One rehab tech specialist will act as student while another observes and scores based on pre-defined criteria. Applicant will also submit a lesson plan and report. See "Teaching Sample Test Outline and Scoring"

### **Part B: Subject Matter Tests**

Applicant must pass the subject matter test for each area he/she wishes to teach. For a list of tests and what will be tested in each, see "Subject Matter Test List and Scoring".

## ***Step 3: Sign confidentiality agreement, and submit to background check***

In order to protect our clients, all contractors providing AT training must sign a confidentiality agreement and pass a criminal background check.

## ***Step 4: Sign contract***

Contractor must complete W9 and all required accounting paperwork before contracting begins. IDB will pay \$50 per hour portal to portal for travel and training time. Contractor is responsible for all expense incurred in the provision of service.

## Teaching Sample Scoring for AT Contractors

### ***Process***

When testing is scheduled, applicant will receive a general topic on which to prepare a 90 minute lesson. These topics may include, but are not limited to: opening, copying, deleting and saving files, copying and pasting text, filling out Internet form fields, performing a basic web search, etc. Applicant will also be given information regarding the mock students current knowledge base in order to aid preparation.

Topic will be assigned randomly from the topic list and given to the applicant one week before the test date.

Applicant will teach the lesson to a rehab tech acting as a student while another rehab tech completes the scoring sheet. After the lesson, applicant will have five business days to submit the report to the test administrator.

Applicant must achieve a score of 85% on each section to pass this test. If an applicant fails to pass the teaching sample section, he or she must wait three months to re-test. One re-test submission is allowed on the lesson plan and report sections before the entire test must be repeated.

In order to prevent any potential conflicts of interest or bias, if an applicant is a current or former agency client, any current or former case manager or rehab tech who has submitted more than 2 case notes to the applicant's case file will not be allowed to participate in the testing process. Rehab techs not meeting this criteria who feel that they could be potentially biased based on prior experience will be expected to remove themselves from the process as well. Counselors scoring the report section will not be given the applicant name or any personally identifiable information about the applicant.

### ***Part 1: Lesson Plans***

Applicant will bring a copy of his/her lesson plan or submit it electronically to the test administrator the day of the test. This lesson plan will be reviewed and scored by the same rehabilitation technology specialist who scores the teaching portion after the completion of the teaching test.

### **Lesson Plan Scoring Sheet**

Factor	Points Possible	Points Received	Comments


## Sample Lesson Plan

Material Covered: navigating the ribbons

Objectives:

- Student will be able to locate options within the ribbons and activate those options

Methods:

- Review assignments since last visit and answer questions
  - Discuss ribbons, how they are similar and different from menu bars, introduce concepts of split buttons, groupings), tabs, upper and lower ribbons, backstage
  - Go through keystrokes and commands list and give copy to client
  - Work through worksheet 1 with client
  - If satisfactory, watch client work through worksheet 2 independently, if not, work through together
  - If satisfactory, watch client work through worksheet 3 independently, if not, work through together
  - Before leaving, review commands, answer questions, and give assignments

Evaluation Criteria:

- Number of questions asked after first worksheet
- Time it takes to complete worksheet
- Track specific problems (navigating between grouped of items, manipulating split buttons, remembering keystrokes, etc.)

Assignments for continuing practice:

- Leave copies of all remaining worksheets
- Express to client that the minimum expectation is the completion of 2 worksheets but additional practice would be highly beneficial

## ***Part 2: Teaching Test***

Applicant will teach a 90 minute lesson on the pre-assigned topic to a rehab tech acting as a student.

### **Teaching Sample Scoring Sheet**


### **Definitions of Scoring Categories**

Note: The expectations listed below are those expected of all IDB trainers and rehab techs employed by the department are evaluated on the same criteria.

**provides positive re-enforcement when student completes significant tasks**

Acknowledging improvement and growth without being condescending. Refraining from over praising the performance of tasks that should be easily achievable at the student's current level while making an effort to note specific instances of success.

**explains material in alternate ways when student expresses confusion**

Being able to adapt to a student's particular learning style. Keeping calm and patient when a student is failing to grasp what you are trying to communicate. Utilizing analogies, tactile aids, and other methods to break through conceptual blocks.

**answers student questions and is able to admit when an answer is not known**

Demonstrates a strong base level of general technical knowledge. Is able to demonstrate methods for finding answers to technical questions. Is comfortable saying "That's a good question, I don't know off the top of my head, but I know how we can find out."

**keeps lesson focused and uses available time productively**

Is friendly and personable, but does not allow student to initiate extended conversations unrelated to the topic at hand. Knows when time is up and has concluded lesson appropriately at that time.

**assists students in discovering answers for self when student has knowledge base and resources to do so**

Does not give student answers to questions student should be able to answer, instead directing student to look up answer in his/her notes or leading student through logical process to remember or deduce answer for his/herself. Helps student to gain a sense of ownership over their learning and empower them to learn to solve their own problems. Help students understand that they are capable of growth and obtaining mastery.

**clearly expresses expectations and addresses issues professionally and directly**

Lets student know why they are or are not able to move on to the next topic. Is willing and able to articulate performance problems and work with student to find solutions. Is able to clearly articulate which steps will be required to meet the student's goals. Gives honest, constructive feedback.

**follows lesson plan, checks homework, and assigns new homework**

Makes sure that student is grasping concepts and practicing what they are learning before and after each lesson.

## **demonstrates confidence, strong organizational skills, and professionalism**

Does not engage in discussions of other clients, trainers, vendors, or rehabilitation professionals. Arrives on time and has all materials on hand and ready to go with minimal setup.

## **keeps attention on student lesson at all times**

Notifies issues and acknowledges questions promptly. Does not fall asleep or give the appearance of being lost in a day dream. Has mobile phone and alarms turned off (other than any reminders related to class timing) Does not check email or text messages during the lesson.

### ***Part 3: Report Sample***

Applicant will submit a report on the teaching sample within five business days to the test administrator. This report will be evaluated and scored by a rehab counselor.

### **Report Scoring Sheet**


### **Sample Report**

Client Name: Student



Instruction Date: Tuesday, January 20, 2015

Instruction Time: 10:00-11:30 AM

Instruction Objectives and Material Covered: Reading text review and Windows commands

### Objective

To read text in a document and learn how JAWS speaks cursor movement. To learn how to check system time and window title.

### Notes

- ❖ On the Windows desktop, taught Student to read the Current line, Current Word and the Current character.
- ❖ Practiced these commands with Student on the Talking Typing Teacher, Recycle bin and Remote access desktop icons.
- ❖ Taught Student the command to know the title of the active window on the desktop and later on the documents she opened.
- ❖ Reminded Student of how to turn on keyboard help when she could not locate the home and end keys.
- ❖ Had Student open the Basic cursor Movement and the Reading commands documents.
- ❖ Had Student open the friendship alphabet to practice cursor movement
- ❖ Student broke into tears as she read the friendship alphabet. She explained that she is an emotional person
- ❖ Quizzed her three times on the cursor movement commands. At the end, she was approximately 70% accurate.
- ❖ Explained to Student that these commands need to be natural to her and we discussed ways of note taking.
- ❖ Student explained that she is happy to type the commands and will create a notes file on her desktop.
- ❖ I walked her through creating and opening this file and she entered the commands we worked on today.

- ❖ I pointed out that she was typing more accurately than she had been two weeks ago.

#### Comments:

Student completed only 1 of 3 homework assignments. We discussed for the second time the importance of practicing between lessons. Student said that she had been too busy preparing for her Super Bowl party to work on her assignments. I pointed out that these skills are critical if she intends to start her college program in the fall.

Student maintained focus on the task at hand and worked for the entire 90 minutes with one five minute break in the middle. At the end of the lesson, she said that she was happy with her performance today and assured me that she would do the assignments for me this week. I reminded her that she isn't doing the assignments for me, she is doing them for herself. The repetition of the commands that comes from the completion of these assignments should greatly improve her retention and make her more consistent in her ability to recall and use these key commands.

#### Next Steps:

I gave her three assignment files to complete in order to practice what she learned and asked her to have them completed when I return next Tuesday. In our next lesson, if assignments are completed and with less than 3 errors each, we will move on to practicing navigating between open windows. If not, we will review reading commands and complete one or more assignments on this topic before moving on because if she cannot efficiently read text, everything that follows will be significantly more difficult for her.

#### **Results**

Applicant will be notified of results no later than 15 business days after submission of the report.

## **Subject Matter Test List**

IDB administers performance based tests in each of the following subject areas. Contractors must pass the test for each section before they will be allowed to contract with us to provide training in that area. These tests will be performance based and timed. These tests may change as necessitated by changes in hardware and software.

Successful completion is defined as completion of all test tasks within the allotted time frame. Please note that no task will be tested that is not on the list at the time the test is scheduled, but not every item listed will necessarily appear on every version of the test. There may be several versions of each test. Each test version will be tested by the IDB technology team to ensure that it can be reasonably completed within the time frame specified.

Successful completion of a test qualifies a trainer to contract in that area for up to 3 years at which point re-testing will be required. Applicants must wait one month to re-test a failed test the first time and three months every time thereafter.

All tests will be performed on IDB equipment using the latest release of each screen reader or magnifier. Applicants may choose to use the laptop or standard USB QWERTY keyboard. A standard USB mouse and track pad will be provided. No monitor will be allowed for screen reader tests. A 17" monitor will be provided for magnifier tests. Additional equipment information may be noted in each test section. Device models for braille displays, notetakers, digital book players, hand held magnifiers, and CCTVS will be discussed and agreed upon at the time test arrangements are made. If you wish to be certified to teach a device not on this list, please contact us and we will work with you to develop a certification test.

## ***Essential Windows 10 with JAWS, Window-Eyes, NVDA, MAGic, or ZoomText***

Note: each screen reader/magnifier must be demonstrated separately.

Time: 2 hours

Competencies to demonstrate:

- Sending an email with an attachment using web based email interface
- Performing a web search to obtain the support phone number for a given company
- Filling out and submitting a web form
- Starting and closing a specified application
- Locating specified keyboard commands using the screen reader's help system
- Checking the system time and accessing an item in the system tray
- Accessing a file on the desktop, on a removable drive, and in a Dropbox folder and copying files from one location to another
- Copying text from one file to another
- Saving a file and changing the file name
- Loading and unloading the screen reader or magnifier
- Locating the system name and model
- Creating a system repair disk

## ***Essential MacOSX with VoiceOver or Zoom***

Note: each screen reader/magnifier must be demonstrated separately.

Time: 2.5 hours

Competencies to demonstrate:

- Sending an email with an attachment using web based email interface
- Performing a web search to obtain the support phone number for a given company
- Filling out and submitting a web form
- Starting and closing a specified application
- Locating specified keyboard commands or gestures using the screen reader's help system
- Checking the system time and accessing an item in the dock and menu extras
- Accessing a file on the desktop, on a removable drive, and in a Dropbox folder and copying files from one location to another
- Copying text from one file to another
- Saving a file and changing the file name
- Loading and unloading the screen reader or magnifier
- Locating the system name and model
- Setting up Time Machine and File Vault
- Sending an email with the mail app and reading an attachment
- Creating a contact
- Setting an appointment with Calendar app

## ***Microsoft Office 2013 with JAWS, Window-Eyes, NVDA, MAGic, or ZoomText***

Time: 2 hours

Competencies to demonstrate:

## **Word**

- Spell check a Word document
- Change font size, font face, , line spacing, and alignment
- Create and navigate a table
- Create a bulleted list
- Create a table of contents
- Insert footnotes

## **Excel**

- Set screen reader to read column headings as cursor enters new column or in case of magnifier make column headers remain visible when cursor scrolls down past the bottom of the screen
- Create a simple formula
- Find instructions for how to use a specified function
- Edit the contents of a cell

## **Power Point**

- Play a PowerPoint presentation
- Insert a picture into a slide
- Add and delete a slide to a presentation
- Change slide layout and theme

## **Outlook**

- Open an email attachment
- Create a meeting request
- Create a recurring appointment
- Search for an email in a mailbox
- Create a task
- Move an email from one folder to another
- Create a contact

## ***iWork Suite with VoiceOver or Zoom***

Time: 2 hours

Competencies to demonstrate:

### **Pages**

- Spell check a document
- Change font size, font face, , line spacing, and alignment
- Create and navigate a table
- Create a bulleted list
- Create a table of contents
- Insert footnotes

### **Numbers**

- Add a table to a spreadsheet and move between tables on a spreadsheet
- Create a simple formula
- Find instructions for how to use a specified function
- Edit the contents of a cell

### **KeyNote**

- Play a Keynote presentation
- Insert a picture into a slide
- Add and delete a slide to a presentation
- Change slide layout and theme

## ***iOS devices with VoiceOver or Zoom***

Equipment: iPhone with latest release of iOS

Time: 1 hour

Note: all items must be demonstrated without using Siri unless otherwise specified

Competencies to demonstrate:

- Read and send a text message
- Add a contact and text or email a contact card
- Download specified app from app store
- Change speech rate and typing mode
- Pair a Bluetooth keyboard
- Use Siri to get walking directions to a business
- Delete an app
- Create a folder and put apps into the folder
- Make a Facetime audio call
- Record a voice memo
- Set or change triple click home button accessibility option
- Send an email

### ***Android devices with TalkBack***

Equipment: Nexus 9 tablet

Time: 1 hour

Note: all items must be demonstrated without using Iris or other voice activated assistance unless otherwise specified

Competencies to demonstrate:

- Read and send a text message
- Add a contact
- Download specified app from Google Play store
- Change speech rate
- Pair a Bluetooth keyboard
- Use Iris to get walking directions to a business
- Delete an app
- Create a folder and put apps into the folder

- Make a phone call
- Record a voice memo
- Turn TalkBack on and off
- Send an email

## ***Video Magnifiers***

Time: 10 minutes per device

Competencies to demonstrate

- Increase/decrease magnification
- Freeze picture
- Change color/ contrast mode
- OCR text (if applicable)

## ***Scanning Software Kurzweil / Open Book / Abby Fine Reader***

Time: 20 minutes per application

Competencies to demonstrate:

- Scan a multi-page document
- Scan a PDF file
- Save file as plain text
- Change scanning settings

## ***Braille Notetakers***

Time: 30 minutes per device

Competencies to demonstrate:

- Create and save a document
- Spell check a document
- Set an alarm



- Create a calendar appointment
- Copy a document from hard drive to removable media
- Connect to wifi
- Pair with iOS device
- Set up to use as a braille display for a laptop

## ***Braille Displays***

Time: 15 minutes per device

Competencies to demonstrate:

- Demonstrate use of all physical buttons
- Create and save a document (if applicable)
- Pair with iOS device
- Set up to use as a braille display for a laptop

## ***Digital Audio players (BookSense, Victor Stream, etc.)***

Time: 15 minutes per device

Competencies to demonstrate:

- Play a book , music, and podcast file;
- Delete a book
- Check battery status
- Record a voice memo
- Navigate between folders
- Connect to wifi and download a book (if applicable)